Teaching Tips

1.1 What kind of book is *Getting Ready for Speech?*

We like to say that *Getting Ready for Speech* is a low level, four-skills text disguised as speech text for beginners. As a speech text, each unit features a different type of speech. Speech types include self-introduction speeches, speeches to introduce someone, demonstration speeches, layout speeches, movie and book reviews, and show and tell speeches. As a four-skills text, every unit contains a listening section, a grammar/language section, a reading section, a writing section, and, of course, a speech (speaking) section. Each unit concludes with a review of the unit's grammar and vocabulary. We have made every attempt to control and recycle the grammar and vocabulary throughout the book.

1.2 What makes *Getting Ready for Speech* unique?

The uniqueness of *Getting Ready for Speech* is not just that it is the lowest level speech book on the market. Conversely, the uniqueness of *Getting Ready for Speech* is not simply that it covers the four skills. The uniqueness comes from how the four skills and the speech skills interact together throughout the book. In each unit, the four skills are integrated toward a common end, the production and performance of the unit's target speech. In each unit, the listening, grammar, reading, and writing activities all propel learners toward a final performance. In other words, each unit ends with individual learner production of the unit's language goals.

1.3 A word about the audio

The audio component of *GRFS* strikes a fine balance between our desire for authenticity of English and the learner's need for control of grammar and vocabulary. The audio itself includes a mix of voices from teenagers, young adults, and adults. In particular, we have featured teenagers and young adults in most of the sample speeches in the hope that young learners will more easily enjoy and identify with them rather than with voices from a different generation.

We are often asked if teachers really need the *Getting Ready for Speech* tape or the CD. Absolutely. The book really can't be used without the audio. What's on the audio? The audio consists of three types of listening activities.

1. **Sample Speeches:** Every unit has sample speeches for the students to emulate. People learn by example. We took pains to include examples of appropriate length, speed, and difficulty. From one unit to the next, the speeches gradually increase in length, speed and difficulty. In the early units, sentences and phrases are spoken at natural speed, with 'chunks' of silence between the 'chunks' of sound, allowing time for students to 'catch up' and assign meaning to the sounds, and time to write answers in the text. As the units progress, the space between the sentences diminishes until natural speed of speech is attained.

2. **Interactive Drills:** Every unit has a series of interactive drills that cannot be done without the

audio. The drills are fun and have a wide range of voices, and an interesting choral response. Excellent for large classes!

3. Voice Emphasis: In the two units about voice emphasis, there are numerous examples and exercises on the audio. The audio contrasts chunks of language with and without voice emphasis, looks at how emphasis provides meaning, and invites students to listen and emulate some wild and wacky examples of voice emphasis.

2. GETTING ACQUAINTED WITH GETTING READY FOR SPEECH

2.1 Where can I find the lesson objectives?

Before teaching each unit, preview the four bullet points in the 'ABOUT THIS UNIT' section at the bottom of the unit's title page. The bullet points identify:

• **The Goal -** In other words, what kind of communicative skill the unit addresses. For example, 'Learn how to explain, layout, location, and position.'

• **The Key Language -** Each unit includes a grammar point. Instead of describing the grammar point with obtuse terminology, e.g. 'Adverbs of Frequency,' we have defined the point through examples, e.g. 'always, usually, and sometimes.'

• **The Delivery Focus -** Each unit includes a speech skill that supports the unit's goal. For example, the delivery focus of Unit 3 - Demonstration, covers gestures of sequence and gestures of demonstration.

• **The Final Speech -** This is the target of each unit, the end product. The final speech is what the learners perform to show mastery of the unit's goal, language, and delivery skills.

3. UNIT FORMAT

Each unit consists of six sections: **MODEL, LANGUAGE,**

DELIVERY, PRACTICE, SPEECH, and STRUCTURE. Each of these sections is described below in its relation to the four skills.

3.1 MODEL (Listening skills)

Each unit begins with a **MODEL** section containing a listening task.

Getting Ready for Speech features a wide variety of listening tasks including filling in tables, sequencing information, locating information, answering questions, as well as completing storyboards, outlines, and data files. The purpose of the listening is to introduce the target speech of the unit. In every unit, the **MODEL** offers at least two examples of the target speech. In other

words, the **MODEL** previews the speech that students will be required to produce at the end of the unit. Needless to say (but we will still say it anyway!), from a language learning perspective, listening is the first step on the road toward production.

HOW TO USE THE MODEL SECTION:

The **MODEL** section can be employed in a variety of ways:

OPTION 1: If time is a constraint, the teacher can decide to do only one of the two or three sample speeches in the **MODEL**.

OPTION 2: If time is not a constraint and more intensive listening practice is desired, the teacher can do the listening task in the book, then download the tape script from <www.languagesolutionsinc.com> and create cloze passages.

OPTION 3: The listening tasks can be assigned as homework, or done in the language lab.

3.2 LANGUAGE (Grammar)

The **LANGUAGE** section is composed of two pages, the *Expressions* page, and the *Let's try!* page. The *Expressions* page reproduces key language from the **MODEL**'s sample speeches. In the first two units, the *Expressions* page reproduces the speeches almost in their entirety. In the later units, due to the length of the speeches, only representative phrases are given. The *Expressions* page fulfills two functions. First, it highlights the unit's grammar focus. The table below outlines each unit's grammar focus. Note how the grammar gradually increases in complexity from unit to unit.

UNIT/SPEECH	GRAMMAR FOCUS	EXAMPLE
Unit 1: Introduction	First person singular; Present tense	I'm from...
Unit 2: Introducing Someone	Third person singular; Adverbs of frequency	This is our classmate... Always/usually/sometimes
Unit 3: Demonstration	Commands; Sequencers	Start it... Adjust it... First, Second, Third...

Unit 4: Layout Speech	Prepositions of position	On the right... Above/below/next to...
Unit 5: Book/Movie Reviews	Present tense	They meet... They fall in live...
Unit 6: Show and Tell	Simple past; Passive voice	I bought it... It was built...
Unit 7: Award Presentations	Present perfect tense	She has spoken at... She has taught in...

The other function of the *Expressions* page is to introduce the speech 'template,' a step-by-step guide of the functions the target speech should fulfill. For example, this is the *Getting Ready for Speech* template for self-introductions:

Greeting

Name

Birthplace

School or Work

Free Time

Hopes and Dreams

Closing

Through experience, we have found that letting students follow a speech outline or 'template' eliminates some of the sheer terror of having to come up with a speech from scratch. It helps to eliminate 'speaker's block. The words on the *Expressions* page in bold type indicate key phrases transferable to other speeches. The words in regular type pertain only to that particular speech. The template for the target speech is on the left side of the *Expressions* page, the language for implementing the template is to the right. Thus, the unit's grammar focus is contextualized within the unit's speech template.

HOW TO USE THE EXPRESSIONS PAGE

The *Expressions* page can be studied in a variety of ways.

OPTION 1: Play the listenings from the **MODEL** again and let the students follow along on the *Expressions* page. Make sure students make the connection between what is on the page and what is on the tape.

OPTION 2: After studying the *Expressions* page, have students turn back to the listening tasks in the **MODEL**. Using their competed listening tasks for prompts, students employ the new expressions to produce a simplified version of the sample speeches.

The *Let's try!* page is the first step on the learner's journey away from listening toward speaking and production. The *Let's try!* section selects some of the language from the *Expressions* page and practices it through interactive drills. The drawings on the page give students a visual prompt, the listening gives students an aural prompt. Students look, listen, and speak to produce variations of the language on the *Expressions* page. This 'look, listen, and speak' drill works especially well in large classes. Students should be encouraged to speak loudly in unison as demonstrated by the chorus on the tape.

HOW TO USE THE *LET'S TRY!* PAGE:

The *Let's try!* page can be employed in a variety of ways:

OPTION 1: After completing the exercises on the audio in unison, the teacher may choose to provide the same--or different--oral prompts as on the audio and call on individual students to make sentences. This can be followed by OPTION 2 below.

OPTION 2: In pairs, students give each other prompts and take turns making sentences.

OPTION 3: For homework, students can make a similar set of drawings with prompts, practicing the same grammar points with different vocabulary. Then, in the next class, students can use the drawings to drill each other.

3.3 DELIVERY (Physical skills)

The **DELIVERY** section is probably the most popular part of each unit with both the teachers and the students. If *Getting Ready for Speech* is approached as a four-skills text, the **DELIVERY** section adds the dimension of body language, an extra dimension usually missing or glossed over in core texts. Communication is not just what we say, it is *how* we say it that is important. The **DELIVERY** section of *Getting Ready for Speech* is devoted to how we communicate our message. Each unit features a different delivery or speech skill.

UNIT/SPEECH	DELIVERY FOCUS	COMMENTS
Unit 1: Self Introduction	Posture	The energetic activity on page 9 will keep the class on their toes.
Unit 2: Introduce Someone	Eye Contact	This is probably the most popular activity in the book. It also recycles the posture from unit 1.
Unit 3: Demonstration	Gestures of sequence and demonstration	Gestures are a natural vehicle for TPR (Total Physical Response).
Unit 4: Layout Speech	Gestures of location and shape	More TPR. Model the gestures and have the students repeat the word and gesture in unison.
Unit 5: Book/Movie Reviews	Voice emphasis	Lots of examples and activities on the audio.
Unit 6: Show and Tell	Pausing for emphasis	More examples and activities on the audio.
Unit 7: Award Presentations	Gesture pair work	Serves as final review of delivery skills.

HOW TO USE THE DELIVERY SECTION:

OPTION 1: Students learn by example. So, the best way to teach the delivery skill in each unit is through example. Ideally, this means that the teacher should demonstrate the skill with students repeating. Think of it as being similar to the standard 'listen-and-repeat-after-me' technique - except in this case it is 'watch-and-repeat-after-me'. For the voice emphasis sections there are examples on the audio.

OPTION 2: These physical skills are cumulative. In other words, one skill builds upon the next. For this reason, it is important that the teacher constantly remind students to remember and apply the delivery skills from previous units. Begin each DELIVERY session with a quick review of delivery skills learned to date.

3.4 PRACTICE (Reading skills)

The **PRACTICE** section in every unit is a reading exercise in the form of a pair work activity. The **PRACTICE** integrates the grammar and phrases from the **LANGUAGE** section with the speech skill in the **DELIVERY** section. Here is how it works. One student stands up and, with good delivery, reads a speech to a partner. The partner listens and completes a listening task similar to the one introduced in the unit's **MODEL.** Thus, because the listening task is recycled, less class time is spent on introducing and explaining a new listening task, and more time can be spent practicing the target language and speech skills.

HOW TO USE THE PRACTICE SECTION:

1. Preview with the class the vocabulary from the glossary at the bottom of the **PRACTICE** pages. In particular, work on pronunciation. This is a great opportunity to reach into your bag of tricks and pull out your tried and true vocabulary and pronunciation exercises!

2. As the students are practicing, the teacher can walk around and remind students to apply the unit's delivery skill.

3. As an option, when pairs finish, have all the B partners find a new A partner. Then, have the partners repeat the same speech but this time the B partner does the A role and vise-versa.

1.6 SPEECH (Writing Skills)

Every *GRFS* unit walks the learners step-by-step toward production of a language act similar to that demonstrated in the unit's **MODEL.** The students have listened to, analyzed, and read examples of the target speech. Now, the learners need to prepare/write their own speeches. (For more writing activities see Using *Getting Ready for Speech* with the World Wide Web) To this end, we have prepared two aids. First, we have reproduced the template from the *Expression* page with only the bold-type words. Students can simply plug their personal information into the language provided. Second, we have provided students with a graphic organizer for writing their speeches similar to the one used in that unit's **MODEL** and **PRACTICE** sections. Here is a breakdown of the graphic organizers used in each unit:

UNIT/SPEECH	GRAPIC ORGANIZER
Unit 1: Self Introduction	Table
Unit 2: Introducing Someone	Table
Unit 3: Demonstration	Storyboard
Unit 4: Layout Speech	Map
Unit 5: Book/Movie Reviews	Outline
Unit 6: Show and Tell	Fact File
Unit 7: Award Presentations	Certificate

CLASSROOM MANAGEMENT FOR FINAL SPEECHES:

Here are some ways to conduct the final speeches.

OPTION 1: For maximum practice, students present their speeches in pairs, one student is the presenter and the other is the listener. Give the presenters a time limit. (Usually 2 minutes for the introduction speeches in units 1 and 2; and 4 minutes for the other speeches in units 3, 4, 5, and 6. The speeches in unit 7 should probably be done in front of class.) When time expires, have the

presenters sit down and their partners stand up and do their speeches. When time expires, have all students find a new partner and repeat. Continue as many times as beneficial--or until tedious!

OPTION 2-A: Divide the students into small groups (4~6 students). One student in each group stands up and presents his/her speech to the group. Make sure speakers have a time limit! When time expires, that speaker sits down and the next speaker begins until everyone has spoken.

OPTION 2-B: Same as above, except when finished each group (or the teacher) chooses one speaker from each group to speak in front of the class. Following each speech, the teacher can give feedback.

OPTION 3: For small classes, students can present one at a time in front of the class. The teacher can offer one or two points of advice after each speech. Even if students are going to present in groups, as in option 1 or 2, we recommend that one or two students present to the class at the beginning so that the teacher can offer some advice for speakers to keep in mind as they present.

1.7 STRUCTURE (Review of grammar and vocabulary)

Here is a little story about how the **STRUCTURE** page came into being. As an experiment in the teacher's book for our first text, *Speaking of Speech*, we included a test for each chapter. To our surprise, teachers actually found them, liked them, and used them! In our second book, *Discover Debate*, we offered a few unit quizzes as free downloads from <discoverdebate.com>. Teachers quickly consumed them and requested more! Charles and David learn slow, but they do learn. They finally got the message. Teachers want an easy to grade activity at the end of each unit! *In Getting Ready for Speech*, the unit test is placed in the text in the form of the **STRUCTURE** page!

HOW TO USE THE STRUCTURE SECTION:

OPTION 1: Simply do the STRUCTURE page as an in-class text activity.

OPTION 2: Photocopy the **STRUCTURE** page, hand it out, and assign it as homework. In the next class, collect the homework, correct it* and record the grades.

OPTION 3: Photocopy the **STRUCTURE** page, pass it out, and do it as an in-class open book quiz. Collect, grade*, and record.

OPTION 4: Assign the **STRUCTURE** page for home study. In the next class, photocopy the **STRUCTURE** page and pass it out. Do as a closed book test. Students who studied will do well and be rewarded. Students who didn't study... they won't do as well and they too will get their just rewards!

*A note about correcting the **STRUCTURE** page in large classes. To save busy teachers (such as yourself) time, put students on the 'honor system' and go over the answers in class. Students mark

their own tests, or have all students exchange papers and mark someone else's test. Collect and record.